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ABSTRACT

Turkey, a large non-Arab Muslim country at the eastern end of the Mediterranean Sea, has been an economic and strategic partner with the United States. This unit, designed for elementary students, provides a text, questions, mapping skills activities, and fun activities. Students read information about Turkey to gain an appreciation of life in that country and make comparisons between Turkey and their own neighborhood. The unit uses a variety of strategies, including reading and responding to writing prompts, creative activities for students to apply their knowledge artistically, and activities for incorporating the five fundamental themes of geography. It gives educational objectives, delineates strategies, cites materials needed, provides background notes, discusses evaluation, addresses national social studies and geography standards, and encompasses teaching the social studies using the five fundamental themes of geography: (1) location; (2) place; (3) movement; (4) environment; and (5) region. Three maps of Turkey are attached. (BT)

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A Trip to Turkey: A Social Studies Unit for Elementary Students.

William Fitzhugh

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A TRIP TO TURKEY

William Fitzhugh

INTRODUCTION:

Turkey is an important country located at the eastern end of the Mediterranean Sea. Turkey is an economic and strategic partner of the United States. It is also a large non-Arab, Muslim country. Turkey has formed an alliance with Israel. This unit is designed for elementary students. The unit provides a text, questions, mapping skills activities, and fun activities.

OBJECTIVES:

Children will read information about Turkey in order to make comparisons between Turkey and their own neighborhood. They will gain an appreciation of life in Turkey.

STRATEGIES:

The unit users a variety of strategies. Children read and respond to a variety of writing prompts. There are creative activities for student to apply their knowledge artistically. There are different kinds of data to compare.

MATERIALS:

1. The unit includes a text to read about Turkey followed by

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questions for discussion.

2.The unit includes a discovery box. I have provided a list of what is inside it.

3. There are activities for incorporating the text with the five fundamental themes of geography which teachers can use for individual assessment or for group projects.

BACKGROUND NOTES:

These lessons are designed for use with elementary students. Teachers may want to use questions for writing prompts. Children need instruction on how to frame a written response.

EVALUATION:

Activities for written responses are included after the text.

NATIONAL SOCIAL STUDIES STANDARDS:

I Social Studies programs should include experiences that provide for the study of culture and cultural diversity so that the learner can:

a. explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns

III Social Studies programs should include experiences that provide for study of people, places, and environments so that the learner can:

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g. describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like

NATIONAL GEOGRAPHY STANDARDS:

3. How to analyze the spatial organization of people, places, and environments on the earth's surface

12. The processes, patterns, a and functions of human settlement

13. How the forces of cooperation and conflict among people influence the diversion and control of earth's surface

TEACHING THE SOCIAL STUDIES USING THE FIVE FUNDAMENTAL THEMES OF GEOGRAPHY

The five fundamental themes of geography can serve as a good starting point for understanding how geography affects our lives everyday in every way. Students and teachers may need more practice in each of these skill areas to understand this impact fully. They serve as "ideas" for teachers to use and think about. Geography serves to remind us of how interwoven geographic concepts are in our lives.

The first fundamental theme is LOCATION. Whenever we give or receive directions, we use the theme of location. This theme can be introduced to students as part of literature based reading. In the story "Lyle, the Crocodile" the author purposely gives an exact location- East 88th St., New York City, as the setting of the story. The setting is a geographical concept. Locating the

place and talking about the word reinforces both.

The second theme is that of PLACE. The author in a text creates a sense of mood by describing a place so vividly that the reader feels as if he/she were there. The opening chapter of "Rebecca" describes such a place. How often people, while visiting new places, think back to the settings authors have described in novels. At an elementary level, "The Secret Garden" is an excellent example of how the theme of place sets the mood for the story. Describing words affect the sense of place in literature.

The third geographical theme is one of MOVEMENT. Ideas, concepts, languages, people, animals, goods and services, culture, as well as vocabulary move. English has borrowed many words from other languages. Our language is dependent upon other languages for some of its colorfulness.

"Mike Mulligan and His Steam shovel" is a good book to use when introducing the concept of movement to students. This book was written over fifty years ago. It still has literary merit and does a fantastic job of teaching the theme of movement to students.

The ENVIRONMENT places an increasingly important part of science curriculum. The changes man has wrought on the environment and the ways man has adapted to his environment are important parts of geography. "The Great Kapok Tree" is a good book to introduce children to the concept of human environmental interaction.

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The last theme is that of REGION. "The Story About Ping", written over fifty years ago, is a good literature based text to introduce this concept to children. There are many examples of location, place, environment, and movement in this book which teach children about life in China. I recommend cutting pictures out of the National Geographic Magazine to augment any text. The photographs in the magazine better show the themes of geography to the children.

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LET'S READ ABOUT TURKEY

LOCATION

Turkey is a unique country. Part of it, called Thrace, is in Europe. The larger part, called Asia Minor, is in Asia. The Asian part is a large peninsula. To the south is the Mediterranean Sea. To the north is the Black Sea. European and Asian Turkey are separated by the Bosphorus, the Sea of Mamara, and the Dardanelles. The countries of Bulgaria, Greece, Syria, Iran, Iraq, Armenia, and Georgia border Turkey. The longitude and latitude of Istanbul, the largest city, is 41.02N, 29.00E.

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PLACE

Looking at the coast we see that Turkey has a very long sea coast. There are rings of mountains circling Turkey. The Anatolian Plateau is within these mountains. Mt. Ararat, the hightest peak, is thought by many to be the resting place of Noah's Ark. Nearby is Lake Van, a large salt water lake. Two important world rivers rise in Turkey. They are the Tigris and Euphrates.

Tourism is important to Turkey economically. Many people like to visit ruins like those in Ephesus where St. Paul preached. Many people visit world famous museums like the Topkapi. The Topkapi was once a palace to the Ottoman sultans. The St. Sophia church/mosque is over 1500 years old. There are many mosques to visit. A mosque is a holy place for Muslims. The are /tall slender towers near the mosque these are called minarets. Many are covered with beautiful blue tiles. Turkey is famous not only for its tiles, but also for its carpets. Turkish delight, baklava, Turkish coffee, and shiish kabab are all famous foods from Turkey.

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HUMAN ENVIRONMENTAL INTERACTION

Turkey is a land with cold winters and hot, dry summers. The coastal regions are good for farming. They have a mild climate with winter rains. The climate is similar to that in California. Fruits and nuts are grown here. The interior regions are covered with grasslands. Wheat farming is important here. Grazing of sheep is also an important industry.

Many people have moved to the city. Some people live is very small villages. This is called urbanization. Each year thousands of people move to the city looking for work. Unemployment is high. Sometimes there is not an adequate supply of water for cities. Turkey is in an earthquake zone. There have been several devastating earthquakes in Turkey. One such earthquake occurred in 1999. Thousands of lives have been lost. More people mean more traffic. Air pollution from car exhaust is a problem in cities.

Electricity is produced at dams. Coal fired generators also make electricity. Coal fires produce smoke which adversely affects air quality. The government has built many dams. Dams are important for irrigation purposes. Many minerals are found in Turkey. One important mineral is boron.

Many animals are endangered due to urbanization and increased farming. Visitors might not see these animals, but they live in Turkey: bear, deer, wild boar, ibex, badger, and porcupines. The anchovy is one fish that is in limited supply due to over fishing.

MOVEMENT

More and more people move from small villagers to cities looking for work. This places a burden on the cities to provide services for inhabitants. Turkey exports farm products like, wheat, raisins, apricots, and figs to countries around the world. Larger cities are connected by a good system of railroads and highways. Small villages in the West are not serviced by a good transportation system.

REGION

Turkey is a political unit. It is a republic with an elected government. Turkish citizens vote for their leaders. At one time Turkey was called the Ottoman Empire. That changed after the first world war. An elected government was started with a constitution. Men and women were given the vote. Although most Turks are Muslim, there is a strict separation of government and religion.

Turks are proud of their heritage. Turks speak the Turkish language. There are many different ethnic groups in Turkey. The largest minority are the Kurds who live in northeast Turkey. It is written with a Roman alphabet like English uses. Most of the Turkish people are Muslims. Their religion is called Islam. There are several kinds of Turkish food we enjoy in America: Turkish coffee, strong and sweet, and Turkish taffy are two favorites. Shiish kabab is also delicious. Turkey is known throughout the world for its carpets. Turkey is equally famous for its colorful tiles.

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ACTIVITY: Children complete a web for the five fundamental themes as they read through the text. The web becomes an outline for writing articles (reports) or personal narratives. The web is also useful when constructing travel posters, or travel maps. The web is important in itself in that children organize specific social studies v vocabulary which assists in retention of concepts.

FIVE FUNDAMENTAL THEMES OF GEOGRAPHY USE TO MAKE A WEB

FOR TURKEY

1. LOCATION:

relative:

absolute:

2. PLACE:

man-made landmarks

natural landmarks

3. MOVEMENT:

4. HUMAN ENVIRONMENTAL INTERACTION:

5. REGION:

THE FIVE FUNDAMENTAL THEMES OF GEOGRAPHY IN ORDER TO DESCRIBE TURKEY

LOCATION:

relative: South west Asia, eastern shore of Mediterranean Sea, Anatolian Peninsula, Middle East, south of Black Sea,

absolute: (Istanbul) 41.02N 29.00E

PLACE:

natural land marks: Mt. Ararat, Black Sea, Mediterranean Sea

cultural landmarks: ruins at Ephesus, Istanbul, Byzantine ruins in Istanbul, sightseeing at St. Sophia, mosques and minarets,

MOVEMENT:

seacoast, port of Istanbul, migration to cities,. schooling until 12, export of agricultural products, export of boron, coal fired electricity

HUMAN ENVIRONMENTAL INTERACTION:

hot dry summers, cooler winters, rainfall mostly occurs in winter, irrigate crop land, reintroduction of native species, export of fruits and vegetables, air pollution in cities from coal furnaces and car exhaust, water pollution, over crowded cities

REGION:

political: elected republic, religion: Muslim, historic: part of Ottoman Empire, cultural: Turkish language, tiles, carpets, Turkish coffee & taffy

COMPARING GEOGRAPHY:

Contrast Turkey and our community using the data from your chart. Include two ways they are different. Include two ways they are alike. Choose data from different categories.

_____

_____

_____

_____

_____

_____

Draw a picture to illustrate similarities and differences.

COMPARING GEOGRAPHY:

1. What are some special land forms and water bodies that make Turkey special? Use the atlas to help.

_____

_____

_____

2. What are two natural landmarks and three cultural land marks and three cultural landmarks a visitor (tourist) might like to see. Choose one of each and explain why a tourist would want to see them.

_____

_____

_____

_____

_____

Illustrate one natural land mark and one cultural land mark.

THINKING ABOUT COMPARING THE GEOGRAPHY OF TURKEY:

Use the chart to organize your thoughts.

1. land and water features:

_____

2. rainfall:

_____

3. temperature:

_____

4. natural vegetation:

_____

5. natural animal life:

_____

FUN THINGS STUDENTS CAN DO WITH THE FUNDAMENTAL THEMES OF GEOGRAPHY

LOCATION:

1.Before beginning the unit ask children to draw a free-hand map of Turkey. As children to locate and label as much information as they know. This is an example of MENTAL MAPPING. It allows you to assess what children already know and what misconceptions they might have.

2. After completing the unit, again ask students to draw a free-hand map of each country. You can use the two sets of maps to assess how much information the children have learned during the unit. Learning to draw free hand maps is an important skill. Remember to introduce the elements (attributes) of a map so that children construct maps correctly.

3. Locate Maryland (or your own point of reference) and Turkey on class maps. Relate geography as to differences in points of references.

4. Children encode/decode physical and poetical/cultural maps for Turkey. The amount of information is determined by the grade/ability level of each group. Always reinforce the attributes of a map. Use words like encode/decode/construct when working with students. Encode means to add information to a blank map. Decode means to answer questions about or interpret a map.

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PLACE

1. Children make post cards to send to a friend. Post cards represent physical or cultural land marks. Children address the back of the post card and write a one or two sentence note about the land mark on the front. This is a language arts/social studies integrated project.

2. Children construct commemorative postage stamps for each region. A cultural landmark, a physical landmark, an emblem, icon, mascot of a country are suitable. Show children real life examples of domestic or Turkish postage stamps. Children can design their own currency, too.

3. Use pictures of landmarks from National Geographic Magazines to help children identify man-made or natural landmarks from Turkey. You can use these for a bulletin board.

ENVIRONMENT:

1. Write reports on any of the indigenous plant or animal life in the region. This is a good integrated activity for science units.

MOVEMENT:

1. Children make a list of types of transportation in each country. They list the people, goods, and services which use each method of transport.

2. Children locate and label countries from around the world where immigrants to Turkey have come from. This can be made into a pictograph for a integrated math activity.

3. Children label maps showing sites of battles during wars within Turkey.

4. Children construct a map of the world showing locations of regions with large Islamic populations.

5. Children locate and label places throughout the world which receive imports from Turkey, or countries from which Turkey imports goods or services.

REGION:

1. Children construct theme cubes or theme pyramids (patterns included) for a region.

2. Children construct mobiles with coathangers (ala Calder) or hang the pictures on one single string. Each picture should reflect a fundamental theme. Picture from Travel brochures are a good size for this kind of project.

3. Children watch a video of Turkey. As they watch they fill in a web using the five themes. They become active viewers of a primary source.

4. Children construct a travel poster with 3 parts: country name, large illustration, and a descriptive sentence telling why tourists should visit the region.

5. Children develop a travel poster usi one item from each of the five themes. Prior experience using travel brochures is helpful. Travel agencies will give these to you, especially in November when prior editions become obsolete.

COOKING IS PART OF CULTURE

Cooking is part of cultural geography. Diet arises from what's available to eat. Every culture has its own specialties. Here are some cooking activities. They are good for vocabulary development and math awareness. Children can do most of the preparation themselves. Some foods which do not need to be cooked and are typically Turkish are: yogurt with honey, dried fruits like figs, raisins, sultanas, and apricots, as well as hazelnuts, chestnuts, and almonds. You can buy Tahin helvasi, a kind of sesame seed candy with nuts and cocoa. Simit is a bagel shaped bread coated with sesame seeds. This can be made from bread dough. Coat the rings with milk and sprinkle with sesame seeds. The milk helps the seeds stick to the bread and promotes browning.

USING THE ALPHABET FROM ANOTHER LANGUAGE

Each country speaks a different language which has sounds not found in English. Each country using a different kinds of alphabet. Using the alphabet in the appendix, children can practice writing their own names in order to see what their name looks like in another language.

Children can look up what their name means in another language in a "Name Your Baby Book." Then they can look up this word in a Turkish dictionary. For example, William is from German. It originally meant helmet. Look up helmet in the dictionary to see what this word is in Turkish.

Children enjoy learning color words or how to count from one to ten in another language.

COUNTING IN TURKISH

English	Turkish	Pronunciation
1	bir	beer
2	iki	ee-kee
3	uc	ooch
4	dort	doort
5	bes	besh
6	alti	ahl tuh
7	yedi	yed dee
8	sekiz	sek keez
9	dokuz	doh kooz
10	on	ohn

DISCOVERY BOX:

Check out ethnic markets in your city. The Smithsonian Museum or your local museum may be a good source too. These artifacts are for students to handle. Breakage does happen.

Some things to include food items: tea, coffee, taffy, dried fruits, stamps, coins, menus, flags, clothing, books, videos, small games, rocks, soil samples, pictures, travel brochures

COMPARING AVERAGE MONTHLY WEATHER

	daily high temperature degrees centigrade		number of rainy days	
	Baltimore	Istanbul	Baltimore	Istanbul
January	6	8	11	8
February	7	11	10	9
March	12	11	12	14
April	18	18	11	9
May	24	21	12	8
June	28	25	11	6
July	31	28	11	4
August	29	28	11	4
September	25	24	8	7
October	19	20	8	11
November	13	15	9	14
December	7	11	10	18

COMPARING WEATHER

1. Make a bar graph for each weather category.
2. Compare daily temperature within Baltimore (or Istanbul.) Describe seasonal weather in Baltimore (or Istanbul.)
3. Compare daily temperature between Baltimore and Istanbul. How is seasonal temperature alike? How is it different? How are patterns the same?
4. Repeat questions 2 and 3. This time compare rainy days instead of temperatures.
5. Which region probably needs irrigation for farming? Why?

HOLIDAYS AND SPECIAL EVENTS TO CELEBRATE

Try to arrange your unit so that it coincides with as major holiday in Turkey. It makes the unit seem more authentic.

These are two religious holidays. These holidays move each year because Islam used a lunar calendar.

Prophet Muhammad's Birthday (Mawlid El-Nabi)

Feast of the Breaking of the Fast (Id-Al-Fitr) 3 day feast following month-long fast. The month of Ramadaan begins Nov.7, 2002.

Feast of the Sacrifice (Id-Al-Adha) feasting with roast sheep to honor Ishmael

The National Day, called Republic Day, is October 29.

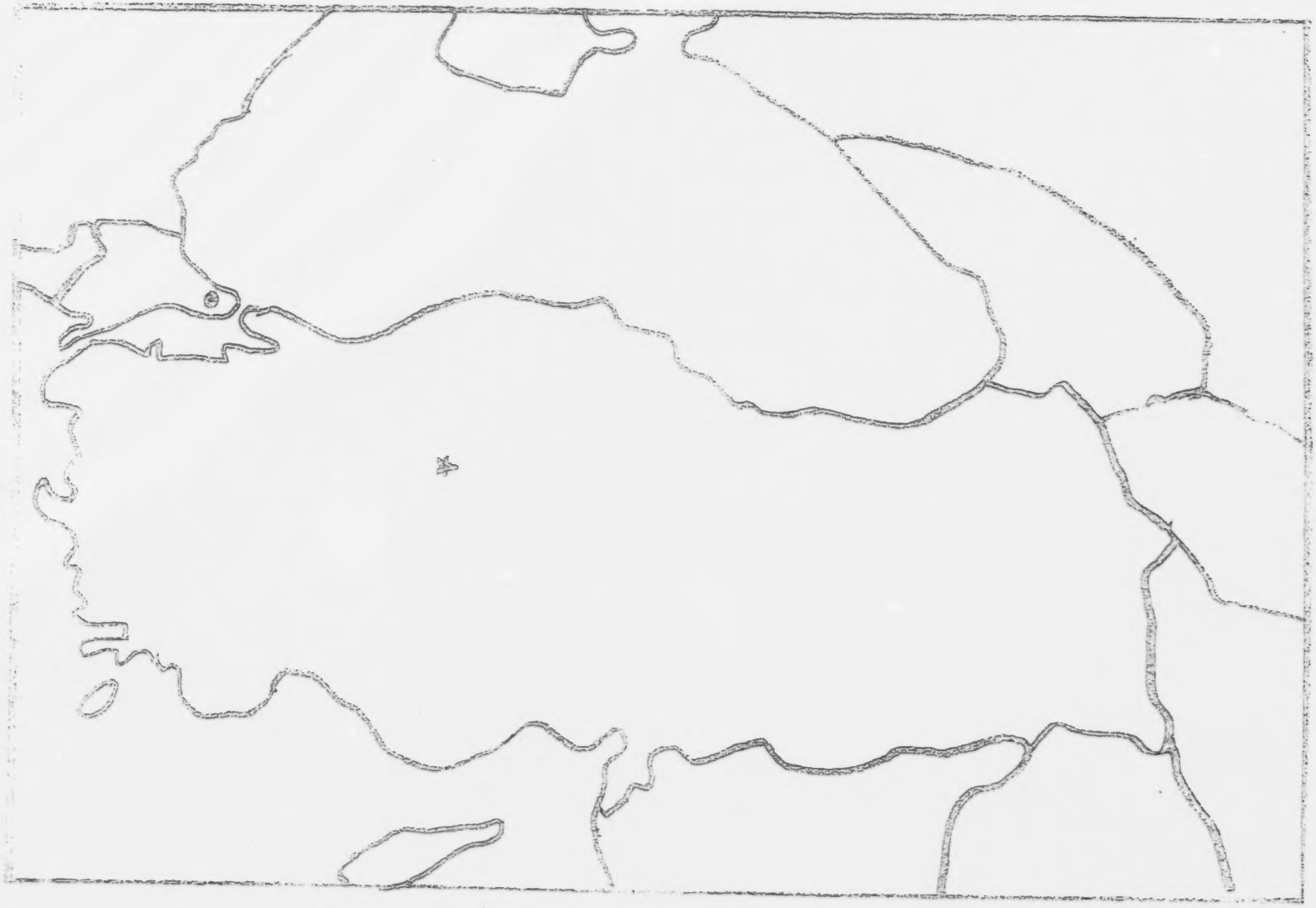
April 23 is National Sovereignty Day and Children's Day.

CREATING AN ALPHABET FRIEZE

Children write a word for each letter of the alphabet and illustrate it. Hang on the wall. This is a great brainstorming activity to help children develop specific vocabulary

apricots, Bosphorus, carpets, Dardanelles, earthquake, f, grasslands, hazelnuts, Islam, j, Kurds, Lake Van, mosque & minaret, Noah's Ark on Mt. Ararat, Ottoman Empire & sultans, peninsula, q, ruins, sultanas, Turkish taffy, u, v, wrestling, x, yogurt, z

POLITICAL MAP OF TURKEY



BULGARIA GREECE ARMENIA Istanbul
GEORGIA SYRIA IRAN IRAQ Ankara
CYPRUS TURKEY

1" = 100 miles

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POLITICAL MAP OF TUIRKEY

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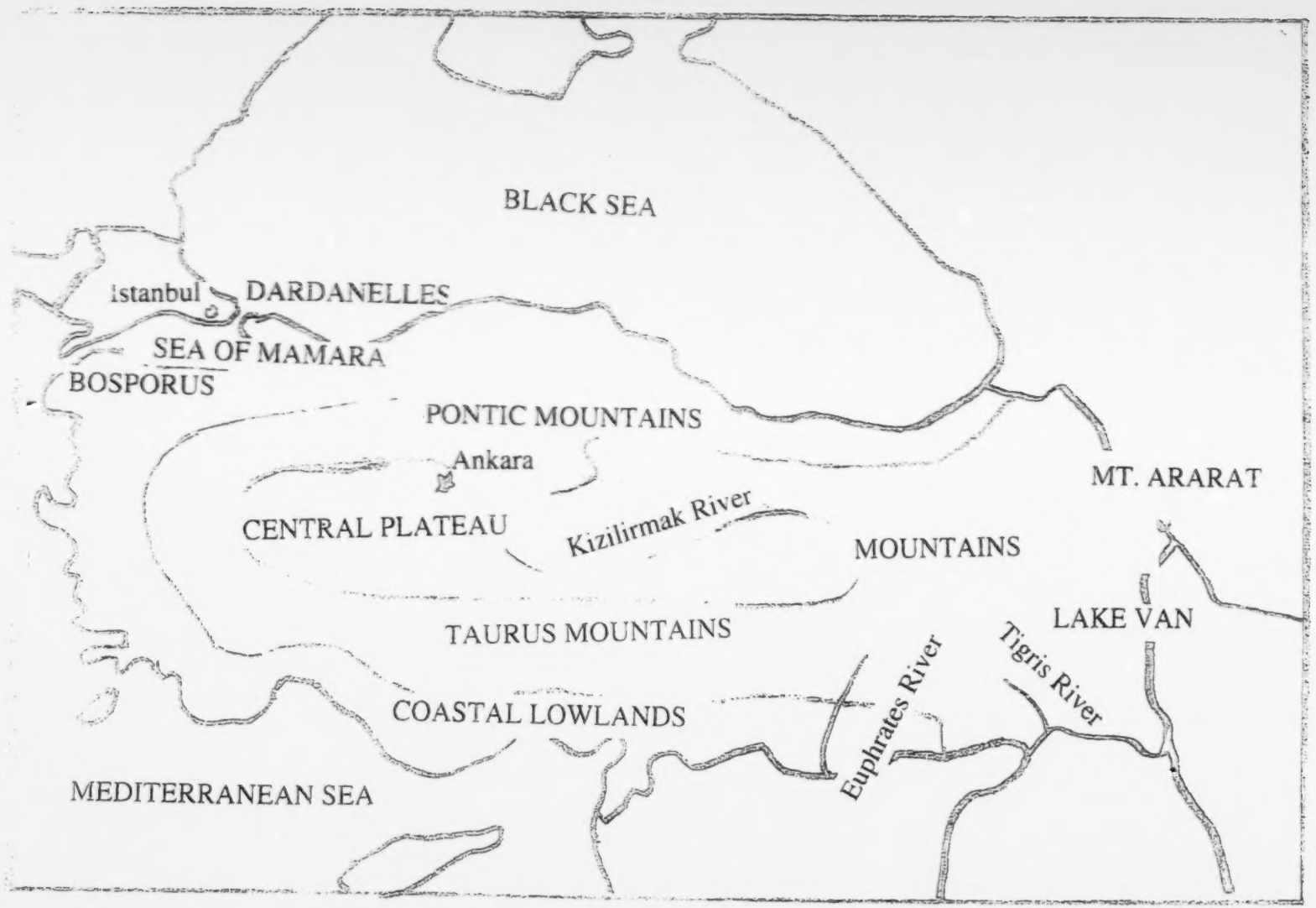
PHYSICAL MAP OF TURKEY



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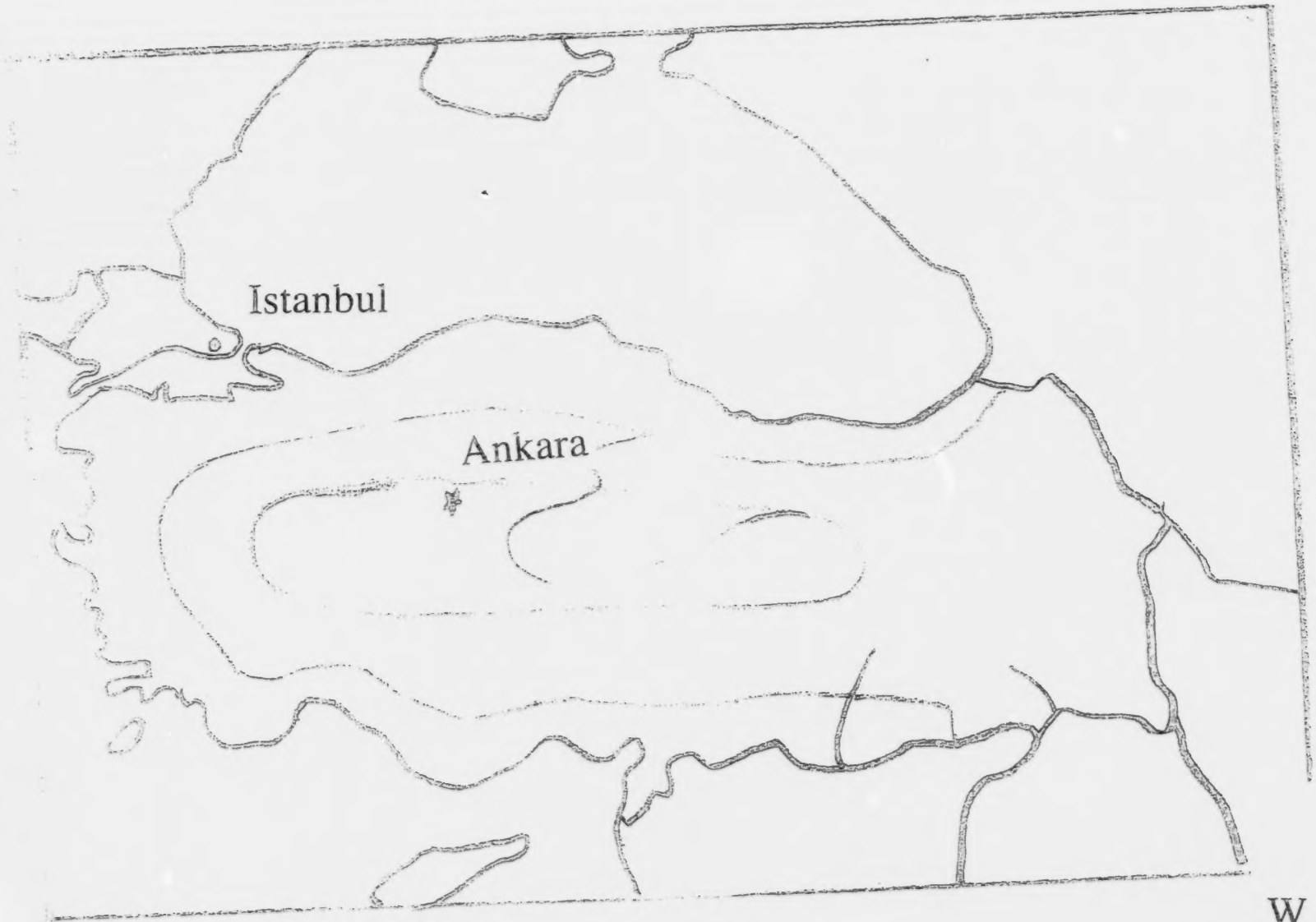
PHYSICAL MAP OF TURKEY



Kizilirmak River Tigris River Euphrates River
BOSPORUS SEA OF MAMARA DARDANELLES MEDITERRANEAN SEA
BLACK SEA
PONTIC MOUNTAINS TAURUS MOUNTAINS MT. ARARAT
LAKE VAN COASTAL LOWLANDS MOUNTAINS CENTRAL PLATEAU

1" = 100 miles

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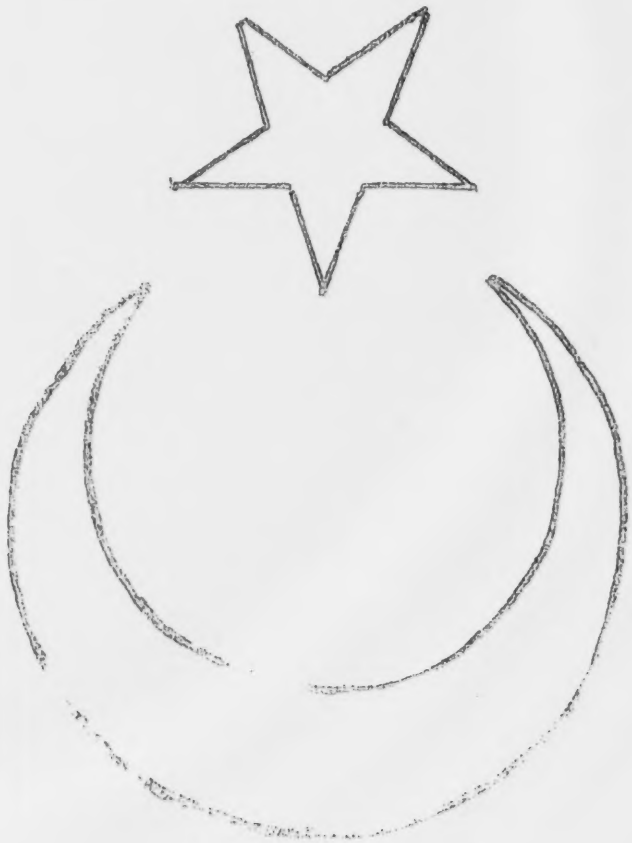
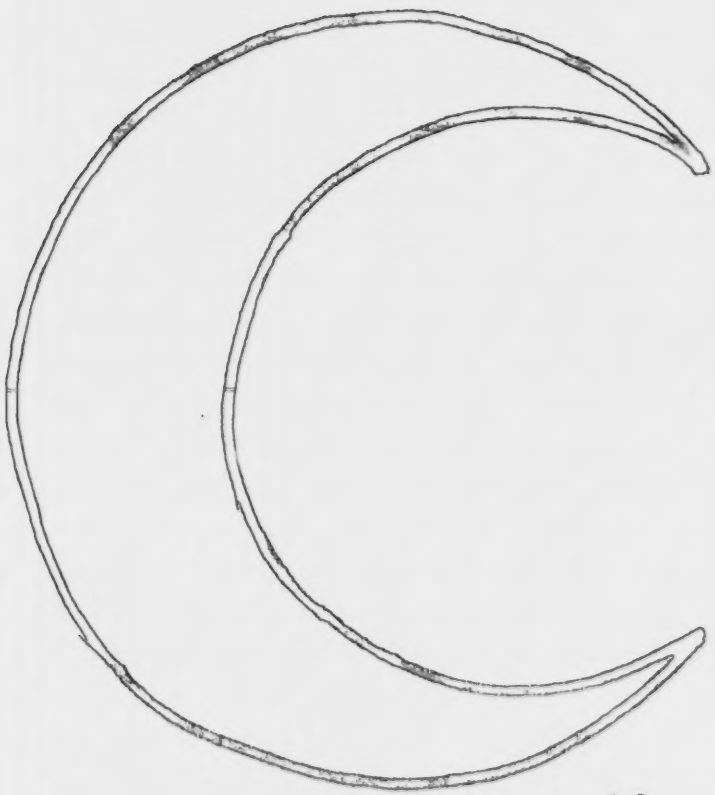
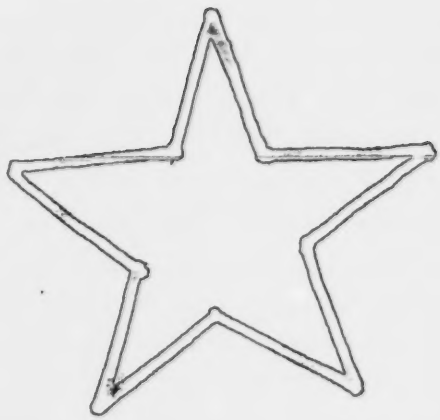


MAKE A FLAG OF TURKEY

Photocopy these shapes. Paste them onto a 9 x 12 sheet of red construction paper.





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